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ABSTRACT

Developed for cooperating teachers and teacher trainees working with the University of Wisconsin-Stout's Home Economics Education Program, this handbook is intended as a reference which may supplement the guidance given by the cooperating teacher, principal, college supervisor or other personnel involved in the guidance and evaluation of teacher trainees. There are 11 chapters: (1) Introduction, (2) A Short Course in Human Relations, (3) Definition of Terms, (4) Suggested Sequence of Home Economics Education Courses, (5) Requirements for Continuance in the Home Economics Program, (6) The Teacher Trainee (Placement, Policies, Responsibilities, Credential Portfolio, and Preparation for a Visit from the University Supervisor), (7) The Cooperating Teacher, (Competencies, Responsibilities, and Program for Induction of Teacher Trainees), (8) Conferences, (9) Recommendations, (10) Competency Listing (of teacher trainee competencies), and (11) Evaluation of Competencies (Required Competencies, Evaluation Instrument, Grade Certification, and Permanent Placement Evaluation). The appendixes include 20 evaluation sheets, sets of guidelines, and checklists, e.g., Sample Lesson Plan, Understanding and Improving Teaching Skills Observation, Inventory of Factors Involved in Speaking, Checklist for Evaluating Teacher Made Learning Guides, Critique Form for Introducing a Lesson, Checklist on Management During Class Period, and Checklist for General Construction of Short Answer Tests. (HD)

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HOME ECONOMICS EDUCATION HANDBOOK

TEACHER TRAINEE PROGRAM

Compiled and Edited By
Judy A. Jax

Department of Human Development, Family Living and
Community Educational Services
School of Home Economics
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

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INTRODUCTION

This handbook was developed for cooperating teachers and teacher trainees working with the University of Wisconsin-Stout's Home Economics Education Program. The competency based format is used to ensure meaningful experiences for teacher trainees and to aid in the evaluation of these experiences. This handbook can in no way replace the cooperating teacher, principal, college supervisor or other personnel involved in the guidance of teacher trainees. The handbook acts only as a reference which may supplement the guidance given by these people in resolving problems.

A Short Course in Human Relations

The SIX most important words:
"I admit I made a mistake."
The FIVE most important words:
"You did a good job."
The FOUR most important words:
"What is your opinion?"
The THREE most important words:
"If you please."
The TWO most important words:
"Thank you."
The ONE most important word:
"We"
The LEAST important word:
"I"

-Unknown

DEFINITION OF TERMS

The Teacher Trainee refers to both the student teacher and the intern teacher.

A student teacher is a college student doing student teaching in the classroom for eight weeks. He or she works under close supervision of the cooperating teacher.

An intern teacher is a college student who is teaching as a pre-professional, in cooperation with the Wisconsin Improvement Program. Interns are paid by the school district, and teach approximately one half of a teaching load for one semester. Though more independent than a student teacher, they work under the supervision of a cooperating teacher and local administrator.

The cooperating teacher is the classroom teacher who supervises the teacher trainee and assists with planning instruction and evaluation.

The university supervisor is the university faculty member who makes periodic visits to the student teaching or intern center. Following these visits, conferences are held with the teacher trainee concerning his or her progress in in the planning, execution and evaluation of instruction. Final evaluation of the teacher trainee is a cooperative effort between the university supervisor and the cooperating teacher.

A student is the learner or pupil in the student teaching or intern center.

SUGGESTED SEQUENCE OF HOME ECONOMICS EDUCATION COURSES

The following Home Economics Education and other education courses are sequenced to promote relevance.

Freshman Year:

242-101 Experiential Learning in Home Economics
479-110 General Psychology
242-241 Clinical Experiences in the Community

Sophomore Year:

242-201 Teaching Techniques in Home Economics
242-240 Clinical Experiences in Micro-Teaching
421-303 Educational Psychology

Junior Year:

242-240 Clinical Experiences in Micro-Teaching, and/or
242-341 Clinical Experiences in Schools
421-590 Mental Health in the Schools
242-301 Home Economics Curriculum

Senior Year or Second Semester - Junior Year:

242-444 Practicum in Student Teaching - 6 credits
242-443 Clinical Seminar in Teaching - 2 credits
242-488 Intern Teaching in Home Economics - 8 credits
242-500 Externship: Home Economic Community Education - 4-8 credits

Please note certain competencies must be met, a grade point of 2.25 for student teaching and 3.0 for intern teaching be attained, and admission to the Teacher Trainee Program be completed before permission is granted to register for 242-301 Home Economics Curriculum. Teacher Trainees are again screened before registering for 242-444 or 242-488. Please refer to Requirements for continuance in the Home Economics Education Program.

The 242-301 and 242-444 courses are taken one quarter (8 credits). Other suggested courses to equal 8-9 credits to be taken the alternate quarter include:

242-503 Programs in Home Economics for the Middle School
242-620 Vocational Programs in Home Economics
242-630 Concepts of Extension Education
242-623 Education for Consumer Homemaking
242-651 Family Life Education Programs
459-560 Cooperative Occupational Education Programs

469-502 Principles of Vocational, Technical and Adult Education
421-630 Education for Children with Special Learning Needs
421-422 Secondary Education Seminar (to be taken following student teaching)

Any other courses (quarter) except the Home Economics Education courses listed for the Freshman, Sophomore, or Junior level. Any of the above quarter courses may be taken as Juniors or Seniors during another semester.

*242-201 must be taken before 242-240 or 341.

REQUIREMENTS FOR CONTINUANCE IN HOME ECONOMICS EDUCATION PROGRAM

Step 1 Recommendation of instructor for Experiential Learning in Home Economics. Recommendation is automatic with grade of C or above, unless instructor suggests review of status.

Step 2 Recommendation of instructor for any of 3* Clinical Experiences courses (micro-teaching, schools, community). Recommendation is automatic with grade of B or above unless instructor suggests review of status.

Step 3 Completion of 60 hours with cumulative grade point of 2.25 or above. Must have a G.P.A. of 2.25 one semester preceding Step 4.

Step 4 Recommendation of instructor for Home Economics Curriculum. Recommendation automatic with grade of B or above unless instructor recommends review of status.

Step 5 Recommendation of supervisor for Practicum in Home Economics (student teaching) and Clinical Seminar in Home Economics or Internship Teaching in Home Economics and Externship: Home Economics Community Education.

Step 6 Cumulative grade average of 2.25 for student teaching and 3.0 for intern-teaching.

At any time the student fails to meet the grade required for automatic recommendation, the instructor of the course suggests a review of status, the program director and program committee shall meet with the student and recommend that he or she continue or not continue in the program. The student is to be involved in the evaluation process and may ask students (maximum 2) and faculty (maximum 2) to accompany him to the evaluation session.

*If the instructor for one of the Clinical Experiences courses recommends continuance and the instructor of another Clinical Experiences course does not, the program committee should meet to determine whether or not the student may continue.

THE TEACHER TRAINEE

CRITERIA FOR PLACEMENT OF TEACHER TRAINEES

1. Definite placement preference is given only to teacher trainees with children.
2. No financial preferencial placement will be given to teacher trainees as determined by vote of a student committee and approved by the faculty.
3. Teacher trainees may state the part of the state they wish to be in. If there are not enough centers in a particular area, the university reserves the right to use the second or third choice as specified by the student.
4. If teacher trainees have requested a specific type of school, the university reserves the privilege of making the final decision.
5. Individual requests for areas will be honored as far as it is possible. There are limited centers for commuting. It is not recommended that teacher trainees live at home and commute very far since road conditions in the winter are a hazard.
6. No teacher trainee may contact an administrator requesting placement in a school since there are certain standards the teacher and school must meet. Please help avoid embarrassment for all concerned.

PROCEDURE FOR PLACEMENT OF TEACHER TRAINEES

1. The teacher trainee should complete three copies of the data sheet, one preference sheet, and three copies of their autobiography. These sheets should be neatly typed and returned to the placement coordinator. (See Appendix A and B)

2. Fill out two copies of the Assignment Sheet. Fill in your name, leave the date and the two lines after your name blank. Group credits according to: 1) Clothing and Textiles, 2) Foods and Nutrition, 3) Management, 4) Housing, 5) Family Living and Child Development. Give only the total number of credits. List only the name of the minor if you have one. (See Appendix C)
3. Please return all materials in the envelope to the placement coordinator.

STATEMENT OF POLICIES

FOR THE TEACHER TRAINEE

Hours and vacations

The teacher trainee is expected to keep hours and observe the rules and regulations for all faculty members at their respective schools. The teacher trainee is expected to enforce all school regulations as they work with students in and out of the classroom.

The teacher trainee is expected to follow the training center's vacation rather than the one for the University of Wisconsin-Stout.

Absentees

In case of absenteeism, the teacher trainee should contact the cooperating teacher and the administrator as soon as possible. If the college supervisor is expected to visit that day, also inform her as soon as possible.

The college supervisor must be informed of all days missed. If the teacher trainee will be absent more than two consecutive days, inform the college supervisor immediately. Excessive absenteeism will result in an incomplete for the teacher trainee.

If the cooperating teacher is sick for more than two days, the college supervisor should be notified.

Pregnancy

Each individual center's policy must be followed.

Interviewing

Arrange interviews after school hours or on a Saturday. (Interns follow school policy)

Insurance

Many schools do not carry coverage on teacher trainees. It is advisable to first check with the center. If the center does not provide coverage, seek coverage either through a private insurance company or through the National Education Association as a student member.

Incompletes

All incomplete grades are to be completed before beginning the teacher training assignment. It is not permissable to be committed to any additional course work during the teacher training period.

Substituting

The teacher trainee (student teacher) is not a licensed teacher; therefore, cannot be paid for substituting and may not substitute outside the department of Home Economics. In some cases, with the consent of the administration and the university supervisor, the teacher trainee may substitute in Home Economics for one to two days. If the trainee is to substitute, the following guidelines should be followed:

1. Obtain consent of administration and university supervisor.
2. Instructions for each class should be left by the absent teacher.
3. There should be someone available to supervise and take control should an emergency arise.

Strikes

In case of a strike or the possibility of one, follow these guidelines:

1. Do not become involved prior to or during a strike under any circumstances.
2. Report, in writing, the possibility of a strike to your university supervisor.
3. Report immediately, by telephone, when a strike actually occurs, to your university supervisor.
4. Do not report at the school if a strike occurs even though it may be in partial operation.
5. Engage in professional activities such as reading, writing, curriculum work, field trips, visitation to other schools, or other specific activities recommended by your university supervisor during the first five days of a strike.
6. Report, by telephone, to your university supervisor for reassignment if a strike lasts longer than five days.

TEACHER TRAINEE RESPONSIBILITIES

In the School

1. Familiarize yourself with the rules and regulations of the school.
2. Learn what resources your center has available, such as AV equipment, library, other faculty, etcetera.
3. Introduce yourself and become acquainted with the administration and faculty.
4. Attend faculty meetings with permission.
5. Attend as many extra-curricular activities as possible, such as games, banquets, etcetera.
6. Become involved in any extra-curricular activities related to Home Economics, such as FHA, HERO, etceters.

To The University Supervisor

1. By the end of the first week send the university supervisor a letter including your class schedule (stating class times: not periods), your cooperating teacher's schedule, home and school address, school phone number, and your block plan. (See Appendix D)
2. If at any time you have questions or problems, contact your university supervisor.

In the Community

1. Get to know the community.
2. Introduce yourself to the businesses you'll be patronizing.
3. Familiarize yourself with what resource people may be available.
4. Take advantage of opportunities to meet parents, (pancake suppers, concerts, hobby fairs, etcetera).
5. Spend as many weekends as possible in the community.

With the Cooperating Teacher

1. Follow the rules set up for the department.
2. Be open-minded and accepting of criticisms and suggestions.
3. Feel free to ask questions and offer ideas.
4. Be appreciative of the help and time your cooperating teacher is giving you.
5. Set up a conference time. (At least once a week)
6. Leave at least one copy of each of your materials used during your teaching experience with your cooperating teacher.
7. Turn lesson plans into your cooperating teacher AT LEAST three days in advance. (See Appendix E)
8. Show initiative and willingness to work.

In the Classroom

1. Keep the rooms orderly and clean.
2. Be sure all equipment and food is stored properly.
3. Be sure towels, aprons, etcetera, from labs are washed and stored as soon after class as possible.
4. Get to know your students and plan according to their needs and abilities.
5. Maintain control and discipline.
6. Be a good example of a professional Home Economist.

7. Respect students and their backgrounds.
8. Show enthusiasm and respect for all subject areas.

For Yourself

1. Learn all you possibly can.
2. Familiarize yourself with resources, (books, pamphlets, speakers, sources of information).
3. Using the competency listing evaluate your performance three times during your teaching experience.
4. Evaluate your performance as a teacher each week, (Interns every two weeks), using "Understanding and Improving Teaching Skills." (See Appendix F).
5. Provide sufficient financial resources to give you security during your traineeship.
6. Provide for leisure time activities.
7. Extend your interest and knowledge of your profession.
8. Seek out varied experiences to add to your education.
9. Enjoy your teaching experience!

To the Students

1. Promote self-confidence.
2. Involve all students
3. Be tactful and considerate in your criticism.
4. Aid student learning.
5. Encourage self-discipline.
6. Be discreet in discussing students with your cooperating teacher, other faculty, and the administration.
7. Be understanding.

CREDENTIAL PORTFOLIO - EVALUATION EVIDENCE [1]

The University of Wisconsin-Stout Home Economics trainee is required to build a credential portfolio offering evidence of competency achievement for job placement. It is the responsibility of the teacher trainee to gather the completed evidence and establish a format for presentation of that evidence at interviews with prospective employers. Each teacher trainee must complete a portfolio, but the quality of the presentation is left to the individual.

The credential portfolio should contain evidence of success for each required competency. The following kinds of evidence might be appropriate:

1. The completed competency evaluation form.
2. Unit plan, block plan, lesson plans.
3. Evaluation devices--
   a. Cognitive measures include:

      alternative answer
      alternative answer with corrections
      completion
      essay
      matching
      multiple choice
      checklists
      games
      incomplete stories
      observation
      role playing
      oral response

[1] Adapted from CBTE A Potpourri of Perspectives Selected Papers, Association of Teacher Educators, 1974, p. 23-24.

b. Affective measures include:

anecdotal records
checklists
incomplete sentence
incomplete stories
logs
participation charts
rating scale
role playing
self inventory
sociometric diagram

c. Psychomotor measures include:

checklists
performance test
lab observation
rating scales
work sample test

4. Audio-tape recording
5. Transcript of credits and course experiences
6. A report of the field experience by the student-teacher
7. Results of standardized tests related to teaching
8. Video-tape of classroom performance
9. Summary of pupils' evaluations of the teacher trainee's performance
10. Photographs of bulletin boards, chalkboards, interaction with pupils, classroom activities
11. Letters of recommendation from cooperating teacher, university supervisor teacher, administrative personnel or other faculty members.
12. Report of extra curricular activities
13. Description of community involvement

14. Additional portfolio evidence relating to the teacher trainee's unique assignment such as:
    a. Learning packages developed by teacher trainee
    b. Copies of handouts and materials employed
    c. Examples of pupil work
    d. Courses developed and taught by teacher trainee
    e. Teacher trainee during free hours
    f. Contributions made to school
15. A Self-evaluation

*The credential portfolio will be examined by university supervisors upon completion of the teacher trainee assignment.

GUIDELINES FOR PREPARATION FOR A VISIT FROM YOUR UNIVERSITY SUPERVISOR

1. Prepare an extra copy of your lesson plans for each class. Present these to the university supervisor upon her arrival.
2. Avoid giving tests, lengthy films, packaged materials or laboratory experiences. Your university supervisor wants to see you teach!
3. Plan a place for the university supervisor to sit which is comfortable and will not distract from your class activities.
4. Plan for a time when you are able to conference with the university supervisor. Be ready to evaluate your performance.
5. Plan for a time when your university supervisor can conference with your cooperating teacher.
6. If the university supervisor's visit will last through the lunch period, make the necessary arrangements ahead of time.
7. Have both your competency evaluation and your cooperating teacher's competency evaluation available.

THE COOPERATING TEACHER

COMPETENCIES OF A COOPERATING TEACHER[1]

I. To understand, accept, interact, and communicate with student teachers.

II. To guide, direct, and supervise the student teacher's experiences.

III. To guide, direct and supervise classroom teaching.

IV. To guide, direct, and supervise experiences related to the total professional role.

V. To provide for continuous evaluation of the student teacher.

*(Revised by classes for cooperating teachers in 1973 and 1974 from annual Vocational Home and Family Life Conference in August, 1970)

[1] HANDBOOK FOR THE HOME ECONOMICS COOPERATING TEACHER, State of Washington Coordinating Council for Occupational Education, 1975, p. 8.

RESPONSIBILITIES OF THE COOPERATING TEACHER FOR THE TEACHER TRAINEE

Outside the Classroom

1. Introduce to faculty, administrators, guidance counselors, and resource personnel.
2. Introduce to school procedures and facilities such as administrative tasks, cumulative records, libraries and audio-visual materials.
3. Give general information about the school and its regulations.
4. Give additional information about the community.
5. Encourage attendance and participation in school activities and other extra-curricular activities. (FHA, HERO, others)
6. Tour the school building and facilities.
7. Explain the resources available for review and reference: faculty handbook, student handbook, school annual (for faculty names, organizations and student names) and Education Association handbook.
8. Discuss department policies--clean-up, book check out, equipment use and care, grocery orders, etc.

In the Classroom

1. Plan and conduct regular conferences.
2. Guide in the development of unit plans, block plans, and lesson plans.
3. Plan for the initial orientation to the classroom.
4. Introduce to classroom routines and instructional procedures.
5. Explain departmental procedures--attendance, grading, reports, budget and meetings (including schedule of meetings and expected attendance).

6. Provide observational and participatory opportunities in various class and extra-curricular activities.
7. Arrange for observation and analysis of teaching techniques of others--including the cooperating teacher. Also encourage observation in different schools and different age levels. (See Appendix G)
8. Assist in evaluating students' work.
9. Acquaint with sources of illustrative material and discuss use of it.
10. Delegate responsibility for helping keep the department attractive and clean, and for arranging meaningful centers of interest.
11. Encourage self-assurance, independence and a feeling of being part of the program.
12. Discuss possible emergencies and plans for meeting them.
13. Discuss the planning and activities of other areas for future teaching needs from those included in the immediate program.
14. Provide for continuous evaluation through frequent planned conferences; weekly report sheets; self-evaluation by the student teacher; checklists and through final evaluation procedures.
15. Provide opportunities for professional growth by encouraging attendance at professional meetings.

<u>After Student Teaching</u>

1. Send results of Teacher Trainee Competency Evaluation device to the University Supervisor after it has been recorded on the permanent placement form.
2. Send the permanent placement form to the University Supervisor for use in the permanent placement file. For student teachers, forms must be returned one week prior to end of teaching experience. For interns, forms must be returned one week prior to the end of semester according to the university calendar.

3. Make suggestions which will help a beginning teacher.

4. Make suggestions for improvement of student teaching and intern programs.

PROGRAM FOR TEACHING

INDUCTION OF THE TEACHER TRAINEE

Student Teachers

The induction of the teacher trainee into the role of a teacher should be a gradual process. Each individual will differ in ability and confidence; therefore, it is difficult to make a specific statement. However, a teacher trainee may be expected to gradually assume up to three classes or one-half of the cooperating teacher's normal load.

It is suggested that the teacher trainee begin by assisting the cooperating teacher with routine activities such as taking roll, recording grades, correcting tests, and in the laboratory situations. This, along with time for observing and reflecting on that observation should take approximately three days. After this initial experience, the teacher trainee should assume responsibility for one class. During week two, responsibilities for a second class will be added and the third week, still another class may be added. By the fourth week, each trainee should be responsible for three classes.

Intern Teachers

The intern will be inducted according to the administration's policy and their individual contracts.

The schedule may differ for each trainee. The final decision should rest with the cooperating teacher, the teacher trainee, and the university supervisor.

CONFERENCES

GUIDELINES FOR CONFERENCES[1]

Teacher Trainee

1. During the first day at your center, set up a specific time to meet with your cooperating teacher AT LEAST once a week. Choose a place to meet which allows for privacy.
2. Prepare the following ahead of time:
   a. List of questions and/or concerns.
   b. List of strengths and weaknesses as you see them. (Appendix F)
   c. Basic plan of lessons for the next week.
   d. Ideas and suggestions for improvement of your performance as a teacher.
3. Respect the time limit you agreed on.
4. Plan for any extra conferences you may need. (Beyond one per week)

Cooperating Teacher

1. Be prepared to give an honest and objective evaluation.
2. Encourage self-evaluation in the Teacher Trainee.
3. Offer suggestions for improvement.
4. Point out particular strengths in the Teacher Trainee.
5. Review lesson plans and offer suggestions.
6. End the conference on a positive note.

[1] Home Economics Education, College of Education, University of Missouri, Handbook for Supervising Teachers, Columbia, Missouri, 1959, p. 26.

Suggested times for conferences.

1. Day of arrival.
2. Several days before the teacher trainee meets her first class.
3. AT LEAST once per week. More frequently during the first week or two.
4. During your free period or after school.
5. Set a realistic time limit.

RECOMMENDATIONS

GUIDELINES FOR WRITING RECOMMENDATIONS

1. Clarify personal value judgements.
2. Make specific statements.
3. Describe specific situations which show the prospective teacher's strengths.
4. Make statements regarding observed performance.
5. Be honest.
6. Make as many objective statements as possible.
7. Be concise.

Sample Personal Traits or Adjectives Describing Various Skill/Functions for use in Writing Recommendations

exceptional	outstanding	uncommon
unique	broad	pioneering
challenging	instrumental	leading
mastery	successful	competent
strong	unusual	penetrating
dynamic	natural	driving
versatile	creative	sensitive
responsive	tactful	objectivity
attractive	significantly	dependable
sophisticated	with candor	honesty
earning respect	enjoying challenge	courage of convictions
artful	exceptional	repeatedly
responsible	increasingly responsible	initiative
innovative	greatly contributed toward	highest
diplomatically	effectively	extensively
perceptive	deft	accurately
highly	reliability	warm
readily	bringing new life	aware
repeatedly	humanly oriented	significant
very sophisticated	acuity	urgently
deeply concerned	lifelong	exceptionally broad
discretion	quickly	thinks on her/his feet
contagious	driving	trained
unusually good grasp	adept	strongly
new and improved	vigorous	outgoing
humanizing	experienced	participative
open-minded	talent	diverse
firm	astute	calm
deep insight	high-level	sensitive
expert	empathy	easily

COMPETENCY LISTING

COMPETENCY LISTING

The Teacher Trainee:

1.0 Demonstrates Professional Integrity (See Appendix H and I)

Criteria:

1.1 Appears well groomed and appropriately dressed.

1.2 Assumes responsibility in a leadership role.

1.2a Punctual for classes, meetings, and school functions.

1.2b Takes iniative for learning about cultural, economic, and physical aspects of the community.

1.2c Participates in professional meetings of the school and home economics department.

1.3 Meets conflict with emotional control and self confidence.

1.4 Uses moral and ethical judgement in behavior and speech.

1.5 Demonstrates a commitment to the teaching of home economics.

1.5a Uses current professional information in home economics.

1.5b Willingly shares materials developed with fellow professionals.

1.5c Makes community contacts which extend the home economics program.

1.5d Integrates personal and professional time allowances.

2.0 Demonstrates Human Relation Skills (See Appendix J and K)

Criteria:

2.1 Employs effective verbal techniques of communicating.

2.1a Speaks clearly with a well modulated voice.

2.1b Uses appropriate vocabulary.

2.1c Uses correct terminology.

2.2 Employs effective non-verbal techniques of communicating.

2.2a Writes clearly, legibly and in an organized manner.

2.2b Uses hand gestures, body movement and eye contact for expression.

2.2c Demonstrates listening skills.

2.3 Nutures humaneness with students, staff, parents and the community.

2.3a Maintains open and honest lines of communication.

2.3b Seeks and accepts constructive criticism.

2.3c Develops rapport with students, staff, parents, and the community.

2.3d Shows respect and understanding of others.

2.3e Displays a sense of humor in the classroom.

2.3f Conducts tactful, positive conferences for purposes of planning and evaluating.

2.4 Generates vitality, warmth, and enthusiasm when working with others.

2.5 Displays poise and confidence when working with others.

2.6 Displays flexibility and adaptability to change.

2.7 Accepts student's background.

2.8 Disciplines with firmness, fairness, and consistency.

2.8a Displays a positive attitude toward problems and concerns.

2.8b Aids students in developing positive attitudes toward learning in order to avoid discipline problems.

2.8c Uses a variety of discipline techniques appropriate for the individual learner and situation.

3.0 Plans for Instruction (See Appendix L and M)

Criteria:

3.1 Examines the scope and sequence of the home economics program in relation to the six areas of subject matter and the community needs.

3.1a Identifies the influence of social and technological trends on the home economics program.

3.1b Accumulates knowledge of individuals and families from school personnel, community leaders, and personal experiences within the community.

3.2 Plans a designated home economics unit which is consistent with overall program goals, needs and interests of learners and philosophy of the profession.

3.2a Plans a unit based on developmental levels and ability of learners to be involved.

3.2b Identifies specific teacher and student references used in planning.

3.3 Designs conceptual lesson plans showing relation to an instructional unit and program objectives.

3.3a States cognitive, affective, and psychomotor objectives in student behavioral terms.

3.3b Writes appropriate generalizations for objectives.

3.3c Selects appropriate teaching techniques, instructional materials, and resources through which students can learn.

3.3d Utilizes current and correct subject matter information.

3.3e Plans for student imput in designing meaningful learning experiences.

3.3f Plans for evaluative experiences to analyze student growth.

4.0 Facilitates Learning Through Instruction (See Appendix N, O, P, Q and R)

Criteria:

4.1 Executes instructional plan effectively.

4.1a Use a set induction or introduction to open the lesson and motivate learners.

4.1b Logically develops the main concept of each lesson through the selective use of a variety of teaching techniques.

4.1c Transmits personal knowledge and subject matter into meaningful, relevant learning experiences.

4.1d Assists students in reaching closure through summaries, conclusions or generalizations, questioning or task performance.

4.2 Secures pupil attention and participation in classroom activities.

4.2a Prepares and supplies appropriate instructional media for planned lessons.

4.2b Clearly states assignments suited to the lesson's concept.

4.2c Uses questioning to elicit thinking and student response consistent with the instructional goals.

4.3 Adjusts instruction according to verbal and nonverbal student feedback.

4.3a Recognizes and utilizes students' ideas, opinions, and feelings.

4.3b Revises time allocations when warranted by the situation.

4.3c Capitalizes on spontaneous student interests.

4.4 Demonstrates skill in the operation of instructional and laboratory equipment.

5.0 Manages the Learning Environment (See Appendix S, T, U, V, and W)

Criteria:

5.1 Establishes physical room conditions conducive to learning.

5.1a Maintains an orderly, safe, and attractive classroom.

5.1b Uses effective seating and working arrangements to promote learning.

5.1c Organizes room care and maintenance with students and co-workers.

5.1d Maintains proper light level and ventilation in the classroom.

5.2 Organizes classroom and laboratory procedures to provide maximum learning in the time block allowed.

5.2a Identifies and carries through routine duties such as roll call, admitting and excusing students.

5.2b Uses a well planned procedure for collecting, distributing and evaluating pupil's work.

5.3c Carries out laboratory pre-preparation procedures.

5.3 Maintains department equipment in operable condition.

5.4 Uses appropriate procedure for the acquisition of supplies and materials.

5.4a Orders supplies and materials in advance.

5.4b Assists in relating the physical needs of the department through the proper channels.

5.5 Maintains an effective system of keeping records and filing information.

5.5a Keeps pertinent student records such as grades and anecdotal records.

5.5b Maintains and upgrades available teaching materials on file.

5.5c Displays knowledge of the department budget.

5.5d Assists in inventorying of equipment.

6.0 Evaluates Self, Instruction, and Students (See Appendix X, Y, Z, AA, and BB)

Criteria:

6.1 Uses various methods of self evaluation as a basis for personal growth.

6.2 Uses peer and student input to aid in the evaluation of instruction.

6.2a Compares pretest and post test results.

6.2b Appraises student performance in relation to instructional goals.

6.2c Analyzes student evaluation of instruction.

6.2d Consults with colleagues regarding assessment of teaching.

6.3 Constructs and uses evaluation devices to accurately assess student learning.

6.3a Uses a variety of evaluation devices such as written tests, checklists, rating scales, and observations.

6.3b Applies basic principles of test construction to measure cognitive, psychomotor, and affective learning.

6.3c Evaluates the process and product independently when assessing performance activities.

6.3d Interprets results of instructional measurement with accuracy.

6.3e Reviews evaluation devices with students to provide them with feedback.

6.3f Involves students in self-evaluation.

EVALUATION OF COMPETENCIES

COMPETENCIES REQUIRED OF TEACHER TRAINEES

Competency achievement is required in order to complete a student teacher/intern assignment. The evaluator must judge each competency's criteria as being achieved (a 2-5 rating on the evaluation instrument) or declare the competency not observable in the teaching situation (a 0 rating). If a competency's criteria is not achieved (a 1 rating) a teacher trainee may not complete this teaching assignment. Additional time or experience may be provided if the evaluators feel it would permit achievement of the competencies.

The achievement of a competency's criteria with outstanding achievement (a 5 rating) is a difficult feat for most beginners. Probably not more than 10% would ever fall into this category. Most people are average and would achieve a competency's criteria with a moderate degree of success (a 3 rating).

EVALUATION OF TEACHER TRAINEE COMPETENCIES

Rate the student teacher at the end of the second, fourth, and eighth weeks. Interns are to be rated at the end of the fourth, eighth and sixteenth weeks.

Competency was:
- NO = Not observed
- 1 = Not achieved
- 2 = Achieved with a limited degree of success
- 3 = Achieved with a moderate degree of success
- 4 = Achieved with a high degree of success
- 5 = Outstanding achievement

	1st Rating	2nd Rating	3rd Rating	COMMENTS
1.0 Demonstrates Professional Integrity				
1.1 Appears well groomed and appropriately dressed 1.1				
1.2 Assumes responsibility in a leadership role 1.2				
1.3 Meets conflict with emotional control and self-confidence 1.3				
1.4 Uses moral and ethical judgement in behavior and speech 1.4				
1.5 Demonstrates a commitment to the teaching of home economics 1.5				
2.0 Demonstrates Human Relations Skills				
2.1 Employs effective verbal techniques of communication 2.1				
2.2 Employs effective nonverbal techniques of communication 2.2				
2.3 Nurtures humaneness with students, staff, parents and the community 2.3				
2.4 Generates vitality, warmth, and enthusiasm when working with others 2.4				

		1st Rating	2nd Rating	3rd Rating	COMMENTS
2.5 Displays poise and confidence when working with others	2.5				
2.6 Displays flexibility and adaptability to change	2.6				
2.7 Accepts student's background	2.7				
2.8 Disciplines with firmness, fairness and consistency	2.8				
3.0 Plans for Instruction					
3.1 Examines the scope and sequence of the home economics program in relation to the six areas of subject matter and the community needs	3.1				
3.2 Plans a designated home economics unit which is consistent with overall program goals, needs, interest of learners and philosophy of the profession	3.2				
3.3 Designs conceptual lesson plans showing relation to an instructional unit and program objectives	3.3				
4.0 Facilitates Learning Through Instruction					
4.1 Executes instructional plan effectively	4.1				
4.2 Secures pupil attention and participation in classroom activities	4.2				
4.3 Adjusts instruction according to verbal and nonverbal student feedback	4.3				

		1st Rating	2nd Rating	3rd Rating	COMMENTS
4.4 Demonstrates skill in the operation of instructional laboratory equipment	4.4				
5.0 Manages The Learning Environment					
5.1 Establishes physical room conditions conducive to learning	5.1				
5.2 Organizes classroom laboratory procedures to provide maximum learning in the time block allowed	5.2				
5.3 Maintains department equipment in working condition	5.3				
5.4 Uses appropriate procedure for the acquisition of supplies and materials	5.4				
5.5 Maintains an effective system of keeping records and filing information	5.5				
6.0 Evaluates Self, Instruction, and Students					
6.1 Uses various methods of self evaluation as a basis for personal growth	6.1				
6.2 Uses peer and student input to aid in the evaluation of instruction	6.2				
6.3 Constructs and uses evaluation devices to accurately assess student learning	6.3				

GRADE CERTIFICATION

Name of Teacher Trainee _____

Length of Teaching Assignment _____

Teaching Center _____

Evaluator _____

Date of Rating: 1st-Quarter Point _____

2nd-Midpoint _____

3rd-End _____

Course and Grade Levels Taught _____

_____

A 0 rating which represents a non-observable teaching situation or a rating from 2-5 must be achieved in all instances to complete the teaching assignment. Each cooperating teacher is asked to please fill in and sign the appropriate statement below in regard to the ability of the teacher trainee who was evaluated.

A. _____ has not achieved the required competencies.
(Teacher Trainee)

_____
Cooperating Teacher

Recommendation:

B. _____ has achieved the required competencies.
(Teacher Trainee)

_____
Cooperating Teacher

UNIVERSITY OF WISCONSIN-STOUT TEACHER TRAINEE EVALUATION
HOME ECONOMICS EDUCATION

This evaluation is used in permanent placement credentials and therefore should be completed and returned immediately after the teaching period to the university supervisor.

STUDENT _____ MAJOR _____

CONCENTRATION(S) _____ EVALUATOR(S) _____

TITLE OR POSITION _____ CITY _____

STATE _____ COURSES TAUGHT _____

Student Teacher ☐ Intern Teacher ☐

COMPETENCY SCALE:

NO = not observable
1 = not achieved
2 = achieved with a limited degree of success
3 = achieved with a moderate degree of success
4 = achieved with a high degree of success
5 = outstanding achievement

COMPETENCY		CRITERIA	RATING
The Teacher Trainee:			
Demonstrates Professional Integrity	1.0		
	1.1	Appears well groomed and appropriately dressed.	☐
	1.2	Assumes responsibility in a leadership role.	☐
	1.3	Meets conflict with emotional control and self-confidence.	☐
	1.4	Uses moral and ethical judgement in behavior and speech.	☐
	1.5	Demonstrates a commitment to the teaching of Home Economics.	☐
Demonstrates Human Relations Skills	2.0		
	2.1	Employs effective verbal techniques of communicating.	☐
	2.2	Employs effective non-verbal techniques of communicating.	☐
	2.3	Nurtures humaneness with pupils, staff, parents and the community.	☐
	2.4	Generates vitality, warmth and enthusiasm when working with others.	☐
	2.5	Displays poise and confidence when working with others.	☐
	2.6	Displays flexibility & adaptability to change.	☐
	2.7	Accepts student's background.	☐
	2.8	Disciplines with firmness, fairness & consistency	☐

COMPETENCY	CRITERIA	RATING
Plans for Instruction 3.0	3.1 Examines the scope & sequence of the home economics program in relation to the six areas of subject matter & the community needs.	
	3.2 Plans a designated home economics unit which is consistent with overall program goals, needs, & interests of learners & philosophy of the profession.	
	3.3 Designs conceptual lesson plans showing relation to an instructional unit & program objectives.	
Facilitates Learning Through Instruction 4.0	4.1 Executes instructional plan effectively.	
	4.2 Secures pupil attention & participation in classroom activities.	
	4.3 Adjusts instruction according to verbal and nonverbal student feedback.	
	4.4 Demonstrates skill in the operation of instructional and laboratory equipment.	
Manages The Learning Environment 5.0	5.1 Establishes physical room conditions conducive to learning.	
	5.2 Organizes classroom & laboratory procedures to provide maximum learning in the time block allowed.	
	5.3 Maintains department equipment in working condition.	
	5.4 Uses appropriate procedure for the acquisition of supplies and materials.	
	5.5 Maintains an effective system of keeping records and filing information.	
Evaluates Instruction, Students and Self 6.0	6.1 Uses various methods of self-evaluation as a basis for personal growth.	
	6.2 Uses peer & student input to aid in the evaluation of instruction.	
	6.3 Constructs & uses evaluation devices to accurately assess student learning.	

EVALUATION: (Please Type)

Reviewed by University Supervisor	Teacher Trainee
Cooperating Teacher	Date

Upon completion by the cooperating teacher, please mail to:

University Supervisor (Name--see above)
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

SELECTED REFERENCES

SELECTED REFERENCES

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Handbook for Student Teachers, University of Missouri, Lucas Brothers Publishers, Columbia, Missouri, 1959.

Handbook for Supervising Teachers, University of Missouri, Lucas Brothers Publishers, Columbia, Missouri, 1959.

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Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives: The Affective Domain, David McKay Co., New York, 1964.

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Loftis, H.A., "Identifying Professional Commitment and Measuring Its Exten Among Selected Secondary Teachers," Unpublished Doctoral Dissertation, Pennsylvania State University, 1962.

Thatcher, Sandra Snyder, "The Development of a Critique Form for Teaching Concept Development," Unpublished Master's Thesis, Ohio State University, Columbus, 1969.

APPENDIXES

APPENDIX A

UNIVERSITY OF WISCONSIN-STOUT

DATA SHEET

Name _____ School Address _____

Telephone Number _____ Date _____

I. Home Community

a. (Underline type) city, town, village, farm

b. Name of community _____

c. Population _____

d. Name of county _____

II. Family

a. Members and ages _____

_____

_____

b. Father's occupation _____

c. If mother is working, state type of employment _____

_____

d. If married, state husband's occupation _____

Children, if any _____

e. (Underline) self-supporting, dependent, partly dependent

III. Background experience in Homemaking or Wage Earning for Home Economics Program

a. At home _____

_____

b. At school _____

_____

c. Summer employment _____

_____

IV. Schools Attended

a. High Schools _____

1. Activities _____

Activities (cont.) _____

2. Organizations _____

_____

b. Colleges _____

_____

1. Activities _____

_____

2. Organizations _____

_____

c. Other Training _____

_____

V. Special Interests and Work Experience _____

_____

_____

_____

VI. Church Affiliation _____

VII. _____

Courses in Home Economics	Have Had	Major Interests	Most Experience	Plan to take
Male-Female Apparel				
Textiles I				
Apparel Construction or				
Socio Psychological Aspects of Clothing				
Nutrition				
Foods				
Meal Mgt. Practicum				
Mgt. Functions for Resources of Habitat				
Mgt. of Family Resources				
Human Habitat or				
Interior Design				
Child Development I				
Family Relations I				
Mini Courses in Family Relations				

Electives in Home Economics or Specialization	Have Had	Major Interest	Most Experience	Plan to take

AUTOBIOGRAPHY

NOTE:

Attach a typed paper in which you narrate your own biography. Things you may wish to include are:

1. Important facts about yourself.

2. Facts which will be pertinent for the university supervisor and cooperating teacher to know in order to help you as a teacher.

   Examples:

   a. Personal data: when and where you were born, where you have lived, etc.

   b. Experiences you had which aid you in understanding and working with young people

   c. Experiences which would help you teach a course in Wage Earning or preparation for the world of work, Consumer Homemaking or Family Life.

   d. Reasons you decided to become a Home Economics teacher.

APPENDIX B

TEACHER TRAINEE PREFERENCE

UW-STOUT

NAME _____ DATE _____

CAMPUS ADDRESS _____ PHONE _____

NAME OF PARTNER, IF YOU PREFER ONE _____

1. Special consideration I wish in regard to the type of school for placements:

   Middle school or junior high school _____

   Slower learner _____

   Inner City _____

   Flexible schedule _____

   Large school (500 or more students) _____

   Small school (under 500 students) _____

   Family Living, Child Development _____

   Or other (name) _____

2. Preference for part of the state. Please indicate a 1, 2, or 3 choice. Do not state a definite school. Consult the map in the placement coordinator's office. Cooperating teachers and schools change each quarter.

   ____ Green Bay Area N.E. ____ Eau Claire and N.W.-W.C.

   ____ Milwaukee Area S.E. ____ LaCrosse Area S.W.

   ____ Medford-Wausau Area Central

3. Quarter preferred for teaching (indicate 1st and 2nd choice)

   1st choice _____ 2nd choice _____

4. Since preferences cannot always be met, which is of greater importance?

☐ Section of State ☐ Type of School ☐ Subject Matter

5. Do you have a car available? Yes____ No____ Some schools will require access to a car.

6. Are you married? _____ Have children? _____

7. Do you have a specialization? _____ What is it? _____

If you have any strong preferences to be considered, please include a note explaining your wishes or situation. If you are flexible and don't really care as to the part of the state, etcetera, also state that. The first concern should be a good student teaching center.

Department of _____

APPENDIX C

TEACHER TRAINEE ASSIGNMENT

Carbon Required. Use Typewriter

_____
Date Today

We would like to assign _____ (name) to a Teacher Trainee assignment in your school system for ____ weeks from (dates) _____ to _____

Prefer assignment in: _____ with _____(Teacher)

PERSONAL DATA CONCERNING CANDIDATE

_____ _____
High School Attended Dates

_____ _____
Other Colleges Attended Dates

_____ _____
Home Address Telephone

_____ _____
Student Address at College Telephone

Major(s) _____ Minor(s) _____

Over-all college grade point average _____ (A=4.0)

Grade point average in major _____

SUBJECT AREAS AND SEMESTER CREDITS IN MAJOR AND MINOR

MAJOR		MAJOR		MINOR	
Title	Credits	Title	Credits	Title	Credits

Extra-curricular activities: _____

Please see attached bibliography for further information.

College Coordinator or Director of Student Teaching

FOR ADMINISTRATIVE USE ONLY

DISPOSITION		COMMENTS
Placement Available	_____	_____
Placement Not Available	_____	_____
		_____

Public School Official Signature | Title | Date

APPENDIX D
SAMPLE BLOCK PLAN

Teacher Trainee _____ Dates _____

Class _____ Hour _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Behavioral Objective: Content/Learning Experiences: Assignment:				
	Block plans for each class should be completed as soon as possible to aid the teacher trainee in making more detailed daily lesson plans.			
	Block plans and a notebook of daily lesson plans should be readily available to the university supervisor.			

APPENDIX E
SAMPLE LESSON PLAN

TEACHER _____ GRADE LEVEL _____

DATE _____ UNIT _____

CONCEPT: BEHAVIORAL OBJECTIVE: GENERALIZATION(S):		REMINDERS:
TIMING	CONTENT	LEARNING EXPERIENCES/ EVALUATIVE EXPERIENCES
	SET INDUCTION:	
	BODY OF LESSON:	
	CLOSURE:	

SELF-EVALUATION:

APPENDIX F
UNDERSTANDING AND IMPROVING TEACHING SKILLS

The teacher trainee should keep a log of teaching strengths and weaknesses. Evidence should be recorded weekly for student teachers and bi-monthly for interns. It should be shared with the cooperating teacher and the university supervisor.

Teaching Strengths:

Date Recorded	Strength	How strength was shared
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

UNDERSTANDING AND IMPROVING TEACHING SKILLS

Teaching Weaknesses:

Date Recorded	Weakness	How weakness can be improved
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

APPENDIX G

OBSERVATION

Name _____ Date _____

SUMMARIZE:

Title of lesson:
Behavioral Objective:
Materials Needed:

1. Comment on the set induction.

2. Identify the teaching technique being used.

3. Discuss the interest and involvement of the students.

4. Comment on the verbal response of the pupils. (Note individual students)

5. Discuss non-verbal response of the pupils. (Note individual students)

6. Relate instances of acceptance by the teacher of pupil behavior.

   Verbal -

   Non-verbal -

7. Were there any evidences of need for disciplinary measures?

8. What specific disciplinary measures were actually employed?

9. Briefly evaluate the lesson presented by the teacher.

10. Comment on the closure of class.

APPENDIX H
METHODS OF OBTAINING PROFESSIONAL GROWTH[1]

1. Travel.
2. Exchange (or discussion) of ideas with fellow home economists.
3. Continuation of formal education.
4. Reading professional literature.
5. Reading books of general interest.
6. Developing hobbies.
7. Affiliating with professional organizations, such as NEA, WEA, AHEA, WHEA, and AVA.
8. Research.
9. Attendance and participation at teachers' meetings, conventions, conferences, workshops, study groups, committees, curriculum planning, experiments, etc., on the local, county, state and national levels.
10. Community contacts and participation in community activities.
11. Inter-school visitation.
12. Inter-class visitation.
13. Attending demonstrations in areas related to Home Economics.
14. Participating as a speaker or consultant on educational and community programs.
15. Attending and participating in public-interest meetings.

[1] Adapted from Handbook for Student Teachers, University of Missouri, Columbia, Missouri, p. 55.

APPENDIX I

HOW DO YOU RATE AS A PROFESSIONAL?[1]

DO YOU	YES	NO
1. Feel that you should belong to professional organizations?		
2. Belong to professional organizations?		
3. Take an active part in professional organizations?		
4. Feel that others identify you with the profession?		
5. Identify with the profession?		
6. Identify with your work?		
7. Associate closely with your work in the profession?		
8. Put forth much effort for success in the profession?		
9. Involve yourself in community affairs?		
10. Engage in at least one service project?		
11. Face yourself honestly?		
12. Accept your weaknesses and limitations?		
13. Accept yourself as you are?		
14. Behave in a mature manner?		
15. Make decisions based on possible outcomes or consequences?		

[1] Loftis, H.A., "Identifying Professional Commitment and Measuring Its Extent Among Selected Secondary Teachers," Unpublished Doctoral Dissertation, The Pennsylvania State University, 1962.

16. Foresee possible outcomes of your own actions?

17. Recognize your own biases?

18. Mind your own business?

ARE YOU

19. Unafraid of self-knowledge?

20. Aware of your own needs?

TOTAL SCORE

Count five points for each YES. Total score of 80 points and above signifies professionalism.

APPENDIX J

INVENTORY OF FACTORS INVOLVED IN SPEAKING[1]

The teacher in this class should:

	Yes	No	Comments
1. State the main point more clearly when talking.			
2. Give more examples and illustrations to clarify main points.			
3. Explain assignments more clearly and understandably.			
4. Discuss and explain visual aids more carefully.			
5. Use more humor.			
6. Use less humor.			
7. Use fewer unfamiliar words.			
8. Use a more conversational language.			
9. Speak in a more confident, friendly, and pleasing manner, (please explain).			
10. Speak more rapidly.			
11. Speak more slowly.			
12. Eliminate jerkiness in speaking.			
13. Vary the rate of speaking.			
14. Reduce the monotony of speaking on the same pitch level.			
15. Eliminate a rising or falling pitch pattern.			
16. Speak more loudly.			

[1]Lancaster, Otis Ewing, EFFECTIVE TEACHING AND LEARNING, Gordon and Breach, Science Publishers, Inc., New York, New York, 1974, p. 72.

The teacher in this class should:

	Yes	No	Comments
17. Speak more softly.			
18. Vary the loudness of speech.			
19. Avoid mumbling words.			
20. Avoid speaking in a breathy, husky, or hoarse manner.			
21. Eliminate annoying or distractive movements or mannerisms when speaking, (please explain).			
22. Have more class discussion and questions.			
23. Give attention to physical conditions, (such as the use of visual aids, light, and ventilation).			

APPENDIX K

CHECKLIST FOR EVALUATING YOUR DISCIPLINARY TECHNIQUES[1]

Checklist:	Usually	Sometimes	Seldom
PREVENTING CLASSROOM MISBEHAVIOR			
1. Are your transitions smooth?	___	___	___
2. Are your lessons free from slowdown?	___	___	___
3. Do you keep your students alert and accountable?	___	___	___
4. Do your lessons contain sufficient variety?	___	___	___
5. Do you handle overlapping situations well?	___	___	___
6. Are you alert to what your students are doing in class?	___	___	___
CONTROLLING DEVIANTS DIRECTLY			
1. Do you help students master difficult skills and concepts?	___	___	___
2. Do you switch to new teaching approaches when the old ones don't work?	___	___	___
3. Do you remove distractions from your classroom?	___	___	___
4. Do you help students develop effective routines for taking care of their daily chores?	___	___	___
5. Do you practice emergency procedures (fire, disaster, etc.), sufficiently?	___	___	___
6. Are you able to help students laugh off their tensions when appropriate?	___	___	___
7. Do you use unobtrusive visual signals to cue usually well-behaved students?	___	___	___
8. Do you ask "off the track" students questions that remind them of their goals?	___	___	___
9. Do you help misbehaving students understand the probable results of their actions?	___	___	___

[1]Gnagey, William J., Maintaining Discipline in Classroom Instruction: A Title in the Current Topics in Classroom Instruction Series, 1973, Macmillan Publishing Co., Inc., New York, New York, pp. 35-37.

Checklist (continued):

	Usually	Sometimes	Seldom
CONTROLLING DEVIANTS BY PROXY			
1. Are your control techniques clear?	___	___	___
2. Are your control techniques firm but not rough?	___	___	___
3. Are your control techniques task-centered rather than teacher-centered?	___	___	___
4. Are you successful in controlling your class leaders?	___	___	___
RECONDITIONING STUDENT BEHAVIOR			
1. Do you reward students for behaving appropriately?	___	___	___
2. Are you able to ignore harmless deviancies?	___	___	___
3. Do you demonstrate the preferred classroom behaviors yourself?	___	___	___
4. Do you use effective cues for eliciting approved behavior?	___	___	___
5. Do you make use of negative reinforcement for acceptable behavior?	___	___	___
USING PUNISHMENT CONSTRUCTIVELY			
1. Are you able to avoid taking revenge on a misbehaving student?	___	___	___
2. Do you use deprivative punishment?	___	___	___
3. Do you work at building positive relationships with your students?	___	___	___
4. Do you punish your students as their deviancies begin to emerge rather than after the misbehavior is over?	___	___	___
5. Do you punish students consistently for breaking the rules?	___	___	___
6. Are you careful to let students know the behavior they are being punished for?	___	___	___
7. Do you change your punishments periodically?	___	___	___
INCREASING SELF-CONTROL			
1. Do you describe a deviant's misbehavior clearly so he knows what he has done wrong?	___	___	___
2. Do you encourage pupil self-observation?	___	___	___
3. Do you help misbehaving students change the environment that triggers their deviancies?	___	___	___
4. Do you help your deviant students reward and punish themselves to improve their school-appropriate behavior?	___	___	___
5. Do you help students know and understand the principles of developing self-control?	___	___	___

Checklist (continued):

	Usually	Sometimes	Seldom
6. Do you give verbal punishment whenever you use other forms?	___	___	___
7. Do you confer with your students about what punishments they believe are fair?	___	___	___
APPLYING GLASSER'S REALITY THERAPY			
1. Is your classroom a pleasant place for students to be?	___	___	___
2. Do your students know what the rules are?	___	___	___
3. Do your students agree with your rules?	___	___	___
4. Do you allow your students to participate in making the rules of the classroom?	___	___	___
5. Do your students know what the consequences are for breaking classroom rules?	___	___	___
6. Do you use classroom meetings to solve disciplinary problems?	___	___	___

APPENDIX L

Taxonomy of Behavioral Objectives - Cognitive Domain[1]

1.0 Knowledge - recalls or recognizes information; ability to recall.

To recall	To identify
To recite	To tell
To list	To state
To enumerate	

2.0 Comprehension - student exhibits understanding; interpreting in his own words.

To translate
To interpret in own words
To rewrite
To extrapolate

3.0 Application - requires student to apply concepts or ideas in new situations.

To apply a solution to new events
To employ guides (charts, graphs) to new situations
To construct models for solving problems

(Application is based on comprehension of certain knowledge and thereby represents the third level of our taxonomical pyramid.)

4.0 Analysis - requires that a student be able to break down a communication into its parts or elements and identify how these parts or elements relate to each other; concerned with parts of a whole and how these parts relate to form the whole: (Analysis is not concerned with the relationship between two separate entities)

To differentiate
To distinguish
To compare

Analysis is dependent upon the three levels of the taxonomy: knowledge, comprehension and application.

[1]Adapted from Bloom Benjamin S., Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain. New York, Longmans, Green and Co., 1956. Condensation of Appendix, pp. 201-7.

5.0 Synthesis - involves the process of working with pieces, parts or elements of an idea and arranging or combining them to constitute a pattern or structure not clearly present before (must be something new).

To formulate
To combine (ideas or symbols)
To compose
To consolidate
To synthesize
To assemble
To put together

(Note: In synthesis, the student has to put things together to make something new, not merely tell how parts of an already completed entity fit together)

6.0 Evaluation - involves quantitative and qualitative judgments of the ability of a method, materials or process to satisy a criteria established by the student or given to him; involves judgments about the value of materials or methods for a given purpose.

To select materials or conditions
(to meet a particular criteria)
To evaluate theories or generalizations
To appraise
To assess
To rate
To critique

Taxonomy of Behavioral Objectives-Affective Domain[1]

1.0 RECEIVING (Attending)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them. Because of previous experience (formal or informal) the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

2.0 RESPONDING

The student is sufficiently motivated that he is not just WILLING to attend, but perhaps it is correct to say that he is actively attending. As a first stage in a "learning by doing" process the student is committing himself in some small measure to the phenomena involved. He is doing something with or about the phenomenon besides merely perceiving it. We commonly use the term "interest" to indicate the desire that a student has which sufficiently involves or commits him to a subject or activity that he will seek it out and gain some satisfaction from working with it or engaging in it.

3.0 VALUING

Behavior as categorized at this level is sufficiently consistant and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. An important element of behavior characterized by VALUING is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

4.0 ORGANIZATION

As the learner successfully internalizes values, he encounters situations for which more than one value is relevant. Thus, necessity arises for

A. The organization of the values into a system
B. The determination of the interrelationships among them
C. The establishment of the dominant and pervasive ones

Such a system is built gradually, subject to change as new values are incorporated. It is subdivided into two levels since a prerequisite to interrelating is the conceptualization of the value in a form which permits organization... conceptualization is the first subdivision; organization of a value system the second.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistant system, have controlled the behavior of the individual for a sufficient time that

[1]A condensed version of the Taxonomy of Education Objectives: The Affective Domain by Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masia, David McKay, Co., New York, 1964.

Taxonomy of Behavioral Objectives

PSYCHOMOTOR DOMAIN AS OUTLINED BY ELIZABETH SIMPSON

1.0 PERCEPTION - Process of becoming aware of objects, qualities, or relations by way of the sense organs.

1.1 Sensory Stimulation - Impingement of a stimulus upon one or more of the sense organs.

1.2 Cue Selection - Deciding to what cues one must respond in order to satisfy the particular requirement of task performance. This involves identification of the cue or cues and associating them with the task to be performed.

1.3 Translation - Relating of perception to action in performing a motor act. This is a mental process of determing the meaning of the cues received for action. It may involve insight which is essential in solving a problem through perceiving the relationships essential to solution.

2.0 SET - Set is a preparatory adjustment or readiness for a particular kind of action or experience. Three aspects of set have been identified:

2.1 Mental Set - Readiness, in the mental sense, to perform a certain motor act. This involves perception and its subcategories. Discrimination in judgment in making distinctions in an aspect.
2.2 Physical Set - Readiness in the sense of having made the anatomical adjustment necessary for a motor act to be performed.
2.3 Emotional Set - Readiness in terms of attitudes favorable to the motor act taking place. Willingness to respond is implied.

3.0 GUIDED RESPONSE - Early step in the development of skill. Emphasis is upon the abilities which are components of the more complex skill. It is an overt behavioral act of an individual under the guidance of an instructor.

3.1 Imitation - Imitation is the execution of an act as a direct response to the perception of another person performing the act.

3.2 Trial and Error - Trying various responses, usually with some rationale for each response until an appropriate response is achieved.

4.0 Mechanism - Learned response has become habitual. Learner has achieved certain confidence and part of responses to stimuli and the demand of situations where the response is an appropriate one.

5.0 Complex overt response - Can perform a motor act that is considered complex because of the movement pattern required.

5.1 Resolution of Uncertainty - Act is performed without hesitation of individual to get a mental picture of task sequence.

5.2 Automatic Performance - Act is performed with finely coordinated motor skill and with a great deal of ease and muscle control.

APPENDIX M

CHECK LIST[1] FOR EVALUATING TEACHER MADE LEARNING GUIDES

	YES	NO
Purpose of the Unit		
1. Is the topic of the unit clearly stated?	___	___
2. Is the reason for studying the unit clearly explained?	___	___
3. Is the language simple and clear?	___	___
4. Does the statement of the purpose provide a motivating quality?	___	___
Instructional Objectives		
5. Are the instructional objectives educationally significant?	___	___
6. Is each instructional objective stated in measurable (observable) terms?	___	___
7. Is each instructional objective limited enough to be attained during a brief learning unit?	___	___
8. Is each instructional objective relevant to a more general (terminal) course objective?	___	___
Pretest and Posttest		
9. Are the directions clearly stated?	___	___
10. Do the items provide direct measures of all tasks described in the instructional objectives?	___	___
11. Has a reasonable standard of mastery been set?	___	___
Learning Materials and Activities		
12. Are the directions for procedures clearly stated?	___	___
13. Do the materials and activities contribute to achievement of the instructional objectives?	___	___

[1]Gronlund, Norman E., Individualized Classroom Instruction, Macmillan Publishing Co., Inc., New York, New York, 1974, pages 65-66.

Learning Materials and Activities - Cont.	YES	NO
14. Is there a variety of types and levels of learning materials?	___	___
15. Do the learning activities provide alternate procedures for achieving the instructional objectives?	___	___
Self-Tests		
16. Are the directions clearly stated?	___	___
17. Do the test items aid in mastering the learning materials and in checking on progress?	___	___
Enrichment Activities (Optional)		
18. Is a wide range of activities listed?	___	___
19. Do the activities provide for greater depth or breath of learning?	___	___
20. Are the directions sufficiently clear for independent study?	___	___

Teacher Trainee _____

Evaluator _____

Date _____

APPENDIX N

CRITIQUE FORM INTRODUCING A LESSON [1]

The introduction phase of a lesson "sets the stage" for student participation in the activity which is to follow. The introduction should help inspire the student to want to accomplish the objectives of the lesson.

Did the Teacher in the Introduction:	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
1. State specifically what the objectives of the lesson were in terms of student behavior? (For example: Did the teacher tell the student that he would be able to do things such as bend, adjust, shape, test, solve, contrast, etc.?)	___	___	___	___	___	___
2. State why the objectives were important in terms of student needs? (For example: Did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	___	___	___	___	___	___
3. State how the student would proceed in accomplishing the objectives of the lesson? (For example: Did the teacher state what the student was to do in order to learn the objectives of the lesson. Examples are: Read certain material, practice using certain tools, solve certain problems, etc.?)	___	___	___	___	___	___
4. Relate the lesson to student's prior experience or knowledge? (For example: Did the teacher motivate the student by examples, illustrations, questions, or stories related to his background?)	___	___	___	___	___	___
5. React favorably toward student questions, answers, and comments? (For example: Did the teacher listen, pay attention, respond agreeably, etc.?)	___	___	___	___	___	___
6. Provide opportunity for student response and participation? (For example: Did the teacher allow the student to ask questions, make comments, or enter into class activities?)	___	___	___	___	___	___

[1]Adapted from Allen, Dwight, Kevin Ryan, Robert Bush, James Cooper, Creating Student Involvement, General Learning Corporation, p. 22, 1969.

7. State how the student would know when he had achieved the objective/s of the lesson? ___ ___ ___ ___ ___ ___

8. Express enthusiasm in the lesson? (For example: Did the teacher use speech and physical gestures to enthuse students?) ___ ___ ___ ___ ___ ___

9. Use instructional aids? (For example: Did the teacher use real items, models, chalkboard, charts, etc.?) ___ ___ ___ ___ ___ ___

Teacher Trainee _____

Evaluator _____

APPENDIX O

TEACHING FOR CONCEPT DEVELOPMENT[1]

Directions: The following items will be used by you to evaluate teaching for concept development. If the teacher did not accomplish an item, place an X in the first column under "Did not accomplish". If the teacher did accomplish the item, place an X in the column which describes "How Well" he/she accomplished it.

	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
LESSON SELECTION:						
1. Did the lesson concentrate primarily on one main idea?	___	___	___	___	___	___
2. Did the students seem to have the background necessary to understand the lesson?	___	___	___	___	___	___
ORIENTATION OF THE STUDENTS:						
3. In the beginning, did the teacher indicate the main idea of the lesson?	___	___	___	___	___	___
4. In the beginning, did the teacher recognize the relationship of the lesson to previous learning or experience?	___	___	___	___	___	___
5. In the beginning, did the teacher indicate the ways in which the students would be expected to demonstrate their understanding of the lesson?	___	___	___	___	___	___
6. In the beginning, did the teacher help the students see how the lesson could be important to them?	___	___	___	___	___	___
PRESENTATION OF THE LESSON:						
7. Did the lesson proceed smoothly so that it was easy for the students to follow?	___	___	___	___	___	___

[1]Adapted from Thatcher, Sandra Snyder, The Development of a Critique Form for Teaching Concept Development, Master's Thesis, The Ohio State University, Columbus, Ohio, 1969.

	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
8. Were meaningful examples, illustrations or experiences used for conveying ideas during the lesson?	___	___	___	___	___	___
9. Were reasons and relationships concerning the facts emphasized?	___	___	___	___	___	___
10. Did the teacher provide vocabulary, definitions, and spelling as needed. (If none is needed, give excellent rating.)	___	___	___	___	___	___
STUDENT PARTICIPATION:						
11. Did the students have an opportunity to participate actively. (For example: class discussion, small group discussion, role playing practice of skills, etc.?)	___	___	___	___	___	___
12. Did the students have an opportunity to apply their learning?	___	___	___	___	___	___
13. Were the students encouraged to describe or show how the learning affects them personally?	___	___	___	___	___	___
14. Were the students encouraged to describe or show how the learning applied to them individually?	___	___	___	___	___	___
15. Toward the end of the lesson, were the students encouraged to make broad general statements which showed relationships of various points in the lesson to each other or to other learning or experience?	___	___	___	___	___	___

Teacher Trainee _____

Evaluator _____

APPENDIX P

EVALUATION SILENCE AND NON-VERBAL CUES[1]

Did the teacher:	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
1. Allow the students to do most of the talking?	___	___	___	___	___	___
2. Remain quiet after asking a question, allowing the student to think about his answer?	___	___	___	___	___	___
3. Communicate with facial expression, gestures, and body movements?	___	___	___	___	___	___
4. Direct and control the discussion without speaking very often?	___	___	___	___	___	___
5. Seem attenative and interested in what students had to say?	___	___	___	___	___	___
6. Make an effort to include all the students in the discussion?	___	___	___	___	___	___

[1]Adapted from Allen, Dwight, Kevin Ryan, Robert Bush, James Cooper, Increasing Student Participation, General Learning Cooporation, p. 48, 1969.

Did the Teacher in the Lesson:	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
7. React favorably toward the students' answers to questions? (For example: Did the teacher give attention and consideration to the students' answers?)	☐	☐	☐	☐	☐	☐
8. Ask questions which required more than "yes" and "no" answers? (For example: Did the teacher ask questions which required the student to apply ideas, principles, or facts to new situations?)	☐	☐	☐	☐	☐	☐
9. Ask questions which the student could answer from past experience?	☐	☐	☐	☐	☐	☐
10. Ask questions which were clear and short enough to remember?	☐	☐	☐	☐	☐	☐
11. Require the student to go beyond his first answers? (For example: Did the teacher encourage the student to expand an idea, back-up ideas with facts and illustrations, bring other students into the discussion by getting them to respond to the first student's answers?)	☐	☐	☐	☐	☐	☐

Teacher Trainee _____

Date _____

APPENDIX Q

CRITIQUE FORM QUESTIONING[1]

A question is an act or instance of asking. Questioning by the teacher promotes directed mental activity on the part of the student by providing opportunity for the student to be actively involved in the lesson. The question may be stated in words or may be simply an inquisitive facial expression or gesture. It requires some type of response on the part of the student: stating a fact; recalling a selected thought; making a comparison of two things; making a judgement; analyzing an attitude or appreciation; or, directing thought.

The effective use of questioning by the teacher increases student freedom of action, affords him more opportunities to express ideas, and makes him less dependent on the teacher.

Did the Teacher in the Lesson:	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
1. Use questions to draw information from the students?	☐	☐	☐	☐	☐	☐
2. Ask a question, pause to give the students time to think about the question, and then call on a student?	☐	☐	☐	☐	☐	☐
3. After calling on a student, provide an opportunity for that student to think about the question before requiring his response? (Before answering the question himself or calling on someone else)	☐	☐	☐	☐	☐	☐
4. Present the questions in an orderly sequence?	☐	☐	☐	☐	☐	☐
5. Control himself from repeating student responses? (For example: Did the teacher have the student repeat and clarify his response rather than repeating it himself?)	☐	☐	☐	☐	☐	☐
6. Direct his questions so that each student was able to participate?	☐	☐	☐	☐	☐	☐

[1] Adapted from Allen, Dwight, Kevin Ryan, Robert Bush, James Cooper, Questioning Skills, General Learning Corporation, pp. 18, 33-34, 51-52, 66, 1969.

Teacher Trainee _____

Evaluator _____

APPENDIX R

CRITERIA FOR CLOSURE[1]

	How Well Accomplished					
	0 Did not accomplish	1 Very poor	2 Poor	3 Average	4 Good	5 Excellent
1. Teacher pulls ideas together at strategic points:						
A. Uses Questions	___	___	___	___	___	___
B. Uses Visual Aids	___	___	___	___	___	___
2. Closure is clear and applicable to objective - (students state relationships)	___	___	___	___	___	___
3. Students reach closure by:						
A. Conclusions - generalizations	___	___	___	___	___	___
B. Review - Summarize	___	___	___	___	___	___
C. Student performs task as instructed	___	___	___	___	___	___

[1] Adapted from Allen, Dwight, Kevin Ryan, Robert Bush, James Cooper, Creating Student Involvement, General Learning Corporation, p. 50, 1969.

APPENDIX S

CLASSROOM MANAGEMENT:[1]

ROUTINE HOUSEKEEPING CHORES

The appearance, tidiness, and physical conditions of the classroom reflect the personality of the teacher. The observer (parents, colleagues, administrators) can readily tell what kind of "housekeeper" he is. Check your classroom regularly with regard to the following:

1. Physical condition of the room: Room temperature, room ventilation, shades to control light and glare.

2. Tidiness of the room: Bulletin board appearance and arrangement, decorations, storage spaces, shelves, bookcases, equipment.

3. Seating arrangements: Arrangements of desks, chairs, tables (semi-circle, roundtable, or hollow square), rearrangements of seats for individual needs (for poor hearing, poor vision, or for isolating uncooperative students).

4. Handling materials and supplies, (especially in fine arts and industrial arts classes):

   a. Preparation of materials and supplies, in advance.

   b. Orderly distribution of materials and supplies.

   c. Orderly collection of materials, equipment, and tools.

[1]Kim, Eugene C., Resource Guide for Secondary Schools; Planning for Competence, Macmillan, New York, p. 143, 1974.

APPENDIX T

CHECKLIST ON MANAGEMENT DURING CLASS PERIOD

HOME ECONOMICS EDUCATION - PURDUE UNIVERSITY

	YES	NO
1. Were the shades properly adjusted to provide satisfactory lighting?		
2. Were electric lights used if necessary and only when necessary to improve the lighting?		
3. Were ventilation facilities regulated to provide an adequate supply of fresh air?		
4. Was the temperature maintained at the proper level conducive to effective activity?		
5. Were the furnishings arranged in an orderly, efficient, and attractive manner?		
6. Was the furniture of suitable type and size for the student?		
7. Did the bulletin board show careful and immediate attention?		
8. Did the students leave books, wraps, etc., in the place provided for them?		
9. Was the classroom left in good order at the close of the period - floors cleared, blackboard erased, materials and equipment put away, chairs orderly?		
0. Did the activity of the period begin promptly following the signal?		
1. Did the class activity close as soon after the end-period signal as the immediate activity taking place would permit?		
2. Did the students enter the classroom in an orderly manner?		
3. Was the student conduct within the classroom before the period started satisfactory?		
. Was the seating place provided for the students adequate and adjusted to meet the needs of seeing and hearing, etc.?		
. Was the seating of students adjusted to meet the needs of group work, cooperation, etc.?		
. Were teaching materials distributed and collected in an orderly, efficient manner?		
. Were teaching materials and equipment which were not in use, stored properly?		
. Were distracting activities - gum chewing, playing with materials, hand waving, finger snapping, whispering, and other distracting methods for securing attention discouraged?		
. Were the student-teacher trainee relationships conducive to maximum effort and achievement?		
. Did the students proceed with their work under self-direction?		
. Did the manner in which teaching materials were used and cared for by pupils during the class period indicate a systematic system of filing and storage?		

APPENDIX U

MANAGEMENT IN FOODS CLASSES
HOME ECONOMICS EDUCATION - PURDUE UNIVERSITY

1. Were the students conscious of safety precautions?_____

   A. Was spilled food mopped up immediately?_____

   B. Were pot handles turned in over the stove or work surface?_____

   C. Did students avoid reaching over burning flames?_____

   D. Were oven doors kept closed so they did not project into passageways?_____

   E. Were combustible materials--pot holders, towels, aprons-kept away from the flame?_____

   F. What was done with broken glass?_____

2. List any accident hazards of which you were aware. (Frayed electrical cords, etc.) _____

3. Was there a first aid kit in the laboratory?_____

4. Is there a fire extinguisher in the laboratory?_____

5. Were the supplies managed in an efficient manner?_____

6. Were the students prompt in arriving, starting, and stopping?_____

7. Was there evidence of planning done in advance for the activity?_____

8. Was an opportunity provided for the students to plan for management of time, equipment, and money?_____

9. Was too much (or too little) work planned for the time available?_____

10. Was provision made for unexpected interruptions?_____

11. Did each student understand her particular part of the activity?_____

12. Did each student show clear understanding of the processes to be followed?_____

13. Did the students move about in orderly, purposeful manner?_____

14. Was clean-up well organized?_____

15. Did each student seem willing to assume her part of the responsibilities?_____

16. Were written work guides used efficiently?_____

APPENDIX V

MANAGEMENT IN CLOTHING CLASSES
HOME ECONOMICS EDUCATION - PURDUE UNIVERSITY

1. Did any pupil go away and leave a plugged-in iron on the ironing board?_____

2. Did any pupil put pins or needles in her mouth?_____

3. Did any pupils use razor blades for ripping?_____

4. List any accident hazards of which you were aware. (Frayed electrical cords, Etc.)_____

5. Were the pupils prompt in arriving, starting and stopping?_____

6. Was there evidence of planning done in advance for the activity?_____

7. Was an opportunity provided for the pupils to plan for management of time, equipment and money?_____

8. Was too much (or too little) work planned for the time available?_____

9. Was provision made for unexpected interruptions?_____

10. Did each pupil show clear understanding of the processes to be followed?

11. Did each pupil understand her particular part of the activity?_____

12. Did the pupils move about in an orderly, purposeful manner?_____

13. Was clean-up well organized?_____

14. Were written guides used efficiently?_____

15. Did the teacher acknowledge any mistakes that she might have made?_____

16. Was the teacher unemotional and objective about classroom situations?_____

17. Does the teacher have few rules, but observe these consistently?_____

18. Does the teacher avoid "Bawling out" a pupil?_____

19. Does the teacher avoid sarcasm?_____

20. Does the teacher have her class organized and managed to prevent problems?

APPENDIX W

GUIDELINES FOR MARKING AND REPORTING[1]

1. A multiple marking and reporting system should be used.
2. The marking and reporting system should be based on objectives that are clearly stated in measurable terms.
3. The marking and reporting system should be cooperatively developed by teachers, students, parents, and other school personnel.
4. The report form should be kept as brief and compact as possible.
5. The report form should include only those items on which teachers can be expected to make reasonably valid judgements.
6. The report form should encourage two-way communication.
7. The marking and reporting system should provide for parent-teacher conferences, as needed.
8. The marking and reporting system should be evaluated in terms of its influence on student learning and development.

[1] Gronlund, Norman, IMPROVING MARKING AND REPORTING IN CLASSROOM INSTRUCTION, New York, New York, MacMillan Publishing Co., Inc., 1974, p. 19.

APPENDIX X

EVALUATION OF STUDENT PARTICIPATION IN THE CLASSROOM[1]

NON-WRITTEN ASSIGNMENTS:	Always	Most of the Time	Seldom
1. Listens carefully			
2. Follows directions			
3. Shows initiative			
4. Finishes what he started			
5. Asks questions			
6. Contributes to discussion			
7. Involved in the class activities			
8. Helps others in group work			
9. Volunteers for group work			
10. Works for the benefit of the group			

COMMENTS:

WRITTEN ASSIGNMENTS:	Always	Most of the Time	Seldom
1. Understands assignments			
2. Completes assignments			
3. Tries his best			
4. Covers materials thoroughly			
5. Uses reference materials			
6. Shows good quality			
7. Shows neatness and organization			
8. Hands assignments in on time			

COMMENTS:

[1]Adapted from Kim, Eugene C., Resource Guide for Secondary Schools; Planning for Competence, Macmillan, New York, p. 186, 1974.

APPENDIX Y

STUDENT CLASS EVALUATION[1]

I would appreciate your answering the following questions about this class and the teacher. Please answer these questions according to the way you feel at the present time.

Any written comments you wish to make on any of the questions or about the class may be put on the bottom of the page.

Place an X under the answer that best fits your feelings:

	Yes	No	Don't Know
1. Do you feel that the lessons are well planned and organized by the teacher?	___	___	_____
2. Do you usually understand what the teacher expects from you on assignments, homework and tests?	___	___	_____
3. Do you feel that you can ask the teacher questions when you don't understand something?	___	___	_____
4. Is the classroom work varied?	___	___	_____
5. Are the lessons and reading material interesting?	___	___	_____
6. Do you feel that there is enough classroom discussion on the lessons?	___	___	_____
7. Do you feel that you can participate in classroom discussions freely?	___	___	_____
8. Is the teacher's speech clear and pleasant?	___	___	_____
9. Do you think the teacher's appearance is acceptable?	___	___	_____
10. Does the teacher have a pleasing personality?	___	___	_____
11. Do you think the teacher uses enough variety of materials?	___	___	_____

[1]Adapted from Kim, Eugene C., Resource Guide for Secondary Schools; Planning for Competence, Macmillan, New York, p. 179, 1974.

12. Please check the materials you have enjoyed having in this class or would like to have more of in the class.

____ Filmstrips	____ Worksheets	____ Films
____ Records	____ Review Study sheets	____ Bulletin Boards
		____ Projects/activities

Any other comments you would like to make would be appreciated:

_____

_____

_____

_____

_____

APPENDIX Z

SIMPLE CHECKLIST FOR TEST ITEMS

Working Papers of Alberta Dobry, Michigan State University

Place a check (✓) in the "Yes" column to the right where the standard has been met. Check (✓) in the "No" column where the standard has not been met.

STANDARDS	YES	NO
GENERAL		
Objectives are clearly tested.		
Avoided punctuation errors.		
Easy to read.		
Included clear directions for questions.		
TRUE-FALSE		
Clear statements; only one interpretation; single idea.		
Avoided "specific determiners" (e.g., always, never, all, none, no, some, may, often generally, usually).		
Clear, efficient way to indicate answers.		
Avoided use of trivial questions.		
Avoided double negatives.		
Avoided ambiguous qualitative terms (e.g., large, many, some, important, better).		
MATCHING		
Set is made up of homogeneous items.		
Instructions clarify basis for matching.		
No more than 12 premises and responses.		
List of responses are in logical order (e.g., alphabetical).		
Each column has a heading.		
Used short phrases or words.		
Entire set is on one page.		
Unequal number of premises and responses.		
COMPLETION		
Blanks occur at end of statement.		
Avoided clue words preceding blanks.		
Required answers are brief.		
Avoided multiple blanks.		
Indicated the type of answer or units where needed.		
MULTIPLE CHOICE		
Statement asks a question.		
Question is a central problem rather than a collection of true-false items.		
Avoided use of non-functional words.		
Used at least 4 distractors for each stem or question.		
Distractors are about equal length and brief as possible.		
Alternatives come at end of item.		
Alternatives are grammatically consistent.		
Avoided negatively stated stems.		
ESSAY		
Avoided merely asking of factual material.		
Question is phrased with limits denoting clear expectations.		
Avoided vague terms as "discuss" "tell about" & "give your opinion"		
Questions are in sequence of difficulty.		
Scoring procedure is indicated.		

APPENDIX AA

CHECKLIST FOR GENERAL CONSTRUCTION OF SHORT-ANSWER TESTS

Working Papers of Alberta Dobry, Michigan State University

Directions: Place a check (✓) in the "Yes" column to the right where the standard has been met. Check (✓) in the "No" column where the standard has not been met.

STANDARDS	YES	NO
1. Have no more than 3 different types of items been included?		
a. Have the completion items been only used for highly factual materials?		
b. Have the multiple-choice items been used for general concepts or principles?		
c. Have the matching items been used to test students' abilities to recognize relationships or associations?		
d. Have the true-false items been used to measure what students recognize?		
2. Has duplication of content of different items been avoided?		
3. Have similar types of items been grouped together?		
4. Has space been provided for responses by students -- preferably along the left-hand margin of the page if true-false, matching, or multiple choice?		
5. Have the easiest items been put at the beginning?		
6. Have items which range from easy to difficult been included?		
7. Have only the number of items which can be completed by all or nearly all of the group during the class period been used? (Rule of thumb--allow approximately one minute for three multiple-choice items, or for four true-false items, or two completion items.)		
8. Have difficult words, textbook wording, clues or suggestions, and items with obvious answers been avoided?		
9. Have a regular pattern of correct responses been avoided?		
10. Has an adequate amount of space for pupil responses been provided?		
11. Have clear, concise, and complete directions for each type of item been included?		
12. Has correct grammatical construction and punctuation been used?		
13. Have inter-related items been avoided?		

Checklist (continued)

STANDARDS	YES	NO
14. Has an inflexible key been made out prior to administering the test?		
15. Has someone else "taken" your test before giving it to the students?		
16. Have the name of the unit, name of the class, and date been written at the top of the test?		
17. Has a place been provided for the student's name?		
18. Have the total points possible for the test been indicated with the point value for each question and for each division within the test?		
19. Have questions which would be divided between two pages been rearranged to fit on one page?		
20. Has the test been organized to make it as easy to correct as possible?		

APPENDIX BB

EVALUATION OF STUDENT-TEACHING EXPERIENCES[1]

Name_____ Date_____

School_____ Place_____

I. Considering my student-teaching experience in general, I rate is as follows (check one):

_____The most valuable part of my training to prepare me for teaching.
_____A very important phase of my educational training.
_____Probably as valuable as other work which might be substituted.
_____Of questionable value to me as a prospective teacher.
_____Should be reorganized in order to better meet the needs of student teachers.

II. From the standpoint of providing opportunity for desirable student-teaching experience, the school to which I was assigned should be rated as follows (check one):

_____An outstanding school.
_____A very good school.
_____Probably a typical school.
_____Relatively poor school.
_____An unsatisfactory school.

The following are my reasons for checking the statements that I checked just above:_____

_____

_____

III. Check the statement below which best describes the situation in which you found yourself:

_____Always allowed great freedom in making plans and carrying them out in the classroom but received excellent suggestions and help from my supervising teacher.
_____Developed my own plans and the supervising teacher gave them very careful consideration, accepting them or pointing out definite ways they should be changed.
_____Was able to plan my own work under close supervision of the supervising teacher.
_____Usually had to do as the supervising teacher told me to do.
_____Rarely, if ever, was allowed to show my own originality or initiative.

IV. As I look back on my student-teaching experience, the following are the aspects of it which were most valuable:

1.
2.
3.
4.

[1]Adapted from American Council on Education, A Functional Program of Teacher Education, Washington, D.C., 1941, p. 252-253

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V. The following are the most outstanding difficulties which I encountered as a student teacher:

1.
2.
3.
4.

VI. Besides working with my regularly assigned classes, I participated in the following types of activities (school and community):

VII. The following persons observed my teaching and/or conferred with me concerning my work:

_____Supervising teacher.
_____Itinerant teacher-trainer.
_____Principal
_____Superintendent
_____Others (please give position)_____

VIII. In a paragraph or two please state as concisely as you can your frank reaction to your student-teaching experience.

IX. The following are outstanding strengths of the training I have received to prepare me for student teaching (in methods, subject-matter areas, etc.):

1.
2.
3.
4.

X. The following are outstanding inadequacies of the training I have received to prepare me for student teaching:

1.
2.
3.
4.